

Nutrition and Fitness

#09137

Grades 9-12

- ❖ This course is designed for all students concerned about nutrition and fitness and will explore such topics as sports nutrition in relation to performance, decision making and personal goal setting and stress management in relation to personal needs. Meal planning, fast foods, restaurant dining, family practices, genetically altered foods, weight loss and gain and current nutrition guidelines may be components of this course. Students will learn to read and interpret labels in relation to their dietary needs. Personal wellness and a healthy lifestyle will be the basis for lab experiences.

Credit:

½ or 1

Max credit = 1

MIS03#09137		0.5 or 1.0 Credit	NUTRITION & FITNESS	✓
Career, Community, and Family Connections				
Content Standards	Competencies			
1.1 Analyze strategies to manage multiple roles and responsibilities (individual, family, career, community, and global).	1.1.1 Summarize local and global policies, issues, and trends in the workplace and community that affect individuals and families.			
	1.1.2 Analyze the effects of social, economic, and technological change on work and family dynamics.			
	1.1.5 Define goals for life-long learning and leisure opportunities for all family members.			
1.2 Demonstrate transferable and employability skills in school, community and workplace settings.	1.2.1 Analyze potential career choices to determine the knowledge, skills, and attitudes associated with each career.			
	1.2.3 Apply communication skills in school, community and workplace settings.			
	1.2.4 Demonstrate teamwork skills in school, community and workplace settings.			
	1.2.6 Demonstrate leadership skills and abilities in school, workplace and community settings.			
	1.2.8 Demonstrate work ethics and professionalism.			
1.3 Evaluate the reciprocal effects of individual and family participation in community activities.	1.3.2 Demonstrate skills that individuals and families can utilize to support civic engagement in community activities.			
	1.3.4 Analyze community resources and systems of formal and informal support available to individuals and families.			
	1.3.6 Identify ways individuals and families can influence change in policies, agencies, and institutions that affect individuals and families.			
Family and Community Services				
Content Standards	Competencies			
2.1 Demonstrate management of individual and family resources such as food, clothing, shelter, health care, recreation, transportation, time and human capital.	2.1.3 Analyze decisions about providing safe and nutritious food for individuals and families.			
	2.1.7 Apply consumer skills to decisions about recreation.			
Food Science, Dietetics, and Nutrition				
Content Standards	Competencies			
9.1 Analyze career paths within food science, food technology, dietetics, and nutrition industries.	9.1.1 Explain the roles and functions of individuals engaged in food science, food technology, dietetics, and nutrition careers.			
	9.1.3 Summarize education and training requirements and opportunities for career paths in food science, food technology, dietetics, and nutrition.			
	9.1.4 Analyze the impact of food science, dietetics, and nutrition occupations on local, state, national, and global economies.			

9.2 Apply risk management procedures to food safety, food testing, and sanitation.	9.2.1 Analyze factors that contribute to food borne illness.	
	9.2.5 Demonstrate practices and procedures that assure personal and workplace health and hygiene.	
	9.2.6 Demonstrate standard procedures for receiving and storage of raw and prepared foods.	
	9.2.7 Classify current types of cleaning materials and sanitizers and their proper use.	
9.3 Evaluate nutrition principles, food plans, preparation techniques and specialized dietary plans.	9.3.1 Analyze nutrient requirements across the life span addressing the diversity of people, culture, and religions.	
	9.3.2 Analyze nutritional data.	
	9.3.3 Apply principles of food production to maximize nutrient retention in prepared foods.	
	9.3.4 Assess the influence of socioeconomic and psychological factors on food and nutrition and behavior.	
	9.3.5 Analyze recipe/formula proportions and modifications for food production.	
	9.3.6 Critique the selection of foods to promote a healthy lifestyle.	
	9.3.7 Categorize foods into exchange groups and plan menus, applying the exchange system to meet various nutrient needs.	
9.4 Apply basic concepts of nutrition and nutritional therapy in a variety of settings.	9.4.1 Analyze nutritional needs of individuals.	
	9.4.2 Use nutritional information to support care planning.	
	9.4.4 Construct a modified diet based on nutritional needs and health conditions.	
	9.4.5 Design instruction on nutrition for health maintenance and disease prevention.	
9.6 Demonstrate food science, dietetics, and nutrition management principles and practices.	9.6.1 Build menus to customer/client preferences.	
	9.6.4 Create standardized recipes.	
	9.6.5 Manage amounts of food to meet needs of customers and clients.	
	9.6.6 Analyze new products.	
Nutrition and Wellness		
Content Standards	Competencies	
14.1 Analyze factors that influence nutrition and wellness practices across the life span.	14.1.1 Explain physical, emotional, social, psychological and spiritual components of individual and family wellness.	
	14.1.2 Analyze the effects of psychological, cultural, and social influences on food choices and other nutrition practices.	
	14.1.3 Analyze the governmental, economic, and technological influences on food choices and practices.	
	14.1.4 Analyze the effects of global and local events and conditions on food choices and practices.	
	14.1.5 Analyze legislation and regulations related to nutrition and wellness.	

14.2 Evaluate the nutritional needs of individuals and families in relation to health and wellness across the life span.	14.2.1 Analyze the effect of nutrient on health, appearance, and peak performance.	
	14.2.2 Analyze the relationship of nutrition and wellness to individual and family health throughout the life span.	
	14.2.3 Analyze the effects of food and diet fads, food addictions, and eating disorders on wellness.	
	14.2.4 Analyze sources of food and nutrition information, including food labels, related to health and wellness.	
14.3 Demonstrate ability to acquire, handle, and use foods to meet nutrition and wellness needs of individuals and families across the life span.	14.3.1 Apply various dietary guidelines in planning to meet nutrition and wellness needs.	
	14.3.2 Design strategies that meet the health and nutrition requirements of individuals and families with special needs.	
	14.3.3 Demonstrate ability to select, store, prepare, and serve nutritious and aesthetically pleasing foods.	
14.4 Evaluate factors that affect food safety from production through consumption.	14.4.1 Analyze conditions and practices that promote safe food handling.	
	14.4.2 Analyze safety and sanitation practices throughout the food chain.	
	14.4.3 Analyze how changes in national and international food production and distribution systems influence the food supply.	
	14.4.4 Analyze federal, state, and local inspection and labeling systems that protect the health of individuals and the public.	
	14.4.5 Analyze food borne illness factors, including causes, foods at risk, and methods of prevention commercially and by individuals and families.	
	14.4.6 Analyze public dialogue about food safety and sanitation.	
14.5 Evaluate the influence of science and technology on food composition, safety, and other issues.	14.5.1 Analyze how scientific and technical advances influence the nutrient content, availability, and safety of foods.	
	14.5.2 Analyze how the scientific and technical advances in food processing, storage, product development, and distribution influence nutrition and wellness.	
	14.5.3 Analyze the effects of technological advances on selection, preparation and home storage of food.	
	14.5.4 Analyze the effects of food science and technology on meeting nutritional needs.	

Overview

The Committee felt at this time that an Overview is unnecessary for Nutrition and Fitness, as it is a stand-alone course and does not reach into the more general classes taught in lower levels.